

Emirates International School – Jumeirah
Middle Years Programme (MYP)
2017-2018



مدرسة الإمارات الدولية
EMIRATES INTERNATIONAL SCHOOL

**Student Service
& Action
Handbook
Year 7-11**

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AIMS: Year 7-11 Service as Action outcomes and project over view 2017/2018

Service and Action (SA) is at the heart of the MYP. **It is a compulsory and essential element for every student.** It involves students in a range of activities alongside their academic studies. SA enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the MYP.

A good SA program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their SA activities include experiences that are profound and life changing. Service an Action should start in the classroom and be an expansion of current curiosities to then promote awareness on key issues in society today locally and globally.

- **All student year 7-11 must meet the requirements of this program to progress. Year 11 must pass SA or they cannot sit the E-assessment in May.**

For student development to occur, SA should involve:

- *Real, purposeful activities, with significant outcomes*
- *Personal challenge—tasks must extend the student and be achievable in scope*
- *Thoughtful consideration, such as planning, reviewing progress, reporting*
- *Reflection on outcomes and personal learning*

All proposed SA activities need to meet requirement guidelines. It is also essential that they do not replicate other student work. Their form tutor will be their first point of contact and will facilitate the program from the beginning of the year. SA projects are approved by the FT, these must fit the service learning requirements. Self-serving activities are not part of the SA program at EISJ. *i.e. personal pursuits like karate lessons or swimming lessons.*

Tuesdays lesson 4 (PSHE) and assemblies are important for students to attend as these contain information to assist the 5 stage process of Service learning. Please remember SA is completed in their own time and deadlines are an important part of self-management. Softcopies of documents can be found on MB and the Service Learning website. The school newsletter will have regular updates as well as presentations during information evening's Term 1 of the new academic year.

Concurrency of learning is important in MYP. Therefore, SA activities should continue on a regular basis for as long as possible throughout the programme, and certainly over a term.

SA students need to document their activities regularly on MB and provide evidence that they have achieved seven key learning outcomes. SA is monitored regularly by the coordinator Ms Jessica Dearden. Any concerns or questions contact jdearden@eischools.ae

[website: http://serviceisj.dudaone.com/](http://serviceisj.dudaone.com/)
[Twitter: @EiserviceJ](https://twitter.com/EiserviceJ)



The MYP global contexts

ATL Skill Categories	MYP Skill Clusters
Communication	I. Communication
Social	II. Collaboration
Self-Management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information Literacy
	VII. Media Literacy
Thinking	VIII. Critical Thinking
	IX. Creative Thinking
	X. Transfer

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

SA Criteria

SA must!

- begin in September 2017 and Finishes in March 2018
- be approved by your form tutor
- Fit within the tiered outcomes year 7-11 (check your year Level)
- Provide opportunities to develop the attributes of the IB learner profile and ATL Skills.
- SA is mandatory for each student, every year

- Involve:
 - *Real, purposeful activities, with significant outcomes (Goals set)*
 - *Personal challenge—tasks must extend the student and be achievable in scope of project*
 - *Thoughtful consideration, such as planning, reviewing progress, reporting*
 - *Reflection on outcomes and personal learning (5 stages of inquiry)*

Students should also consider the consequences of their Service Learning experience for themselves, others and the environment locally and globally.

LEARNING OUTCOMES:

1. *become more aware of their own strengths and areas for growth*
2. *undertake challenges that develop new skills*
3. *discuss, evaluate and plan student-initiated activities*
4. *persevere in action*
5. *work collaboratively with others*
6. *develop international-mindedness through global engagement, multilingualism and intercultural understanding*
7. *Consider the ethical implications of their actions.*

SA Should...

Support, and be supported by the academic disciplines and stem from subjects.

Can you think of experiences you can engage within the classroom setting? This give you an opportunity to use the skills knowledge and experience you already have in an academic subject areas you can then develop in your projects in a different way! You must extend on your classroom experience for it to be valid.

RESOURCES:

website: <http://serviceisj.dudaone.com/>
Twitter: @EiserviceJ

Documentation – year 7-11 using MB platform/planning book/portfolio

Students will be required to build a portfolio that encompasses all aspects of their time with SA through MYP. Students will be required to:

- Provide regular journal or other type of entries to document their progress (all evidence of projects must be uploaded to ManageBac regularly)
- Provide concrete examples of evidence of completion goals in relation to outcomes
- Provide support documentation if required from outside agencies if applicable
- Provide detailed project summaries that entail student involvement
- Provide clear evidence that learning outcomes have been experienced
- Evaluation documents

SERVICE LEARNING DON'TS:-

SA should be an interesting variety of activities that you find worthwhile and rewarding, and that are mutually beneficial to you and to your community.

Generally, SA is active and involves interaction with others. In addition, SA activities allow for personal growth.

These are a list of activities that are not part of Service and action and will put you at Risk: Examples of activities, which would NOT qualify as Service Learning include:

- Simple, tedious and repetitive work.
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits.
- Giving/collecting money to a charity
- Putting clothing in a clothing bin in your building
- Bake sales- NO
- Putting up a poster that you have copied and pasted.
- Walking a family pet
- Everyday family duties.
- Work experience that only benefits the student, or that involves financial gain.
- An activity where there is no responsible adult on site to evaluate your performance for outside activities. (Note: Your parent cannot supervise.)
- Activities that cause division or confrontation
- Working in an old people's or children's home when you: - have no understanding of how the home operates. (The above example can be applied to many other activities purporting to be SA.)

*fundraising can be done in your own time in connection with your project, **but cannot be the basis of your project at EIS-J** – Ms Dearden is in charge of this. Cambodia and pink Week are areas you can extend your involvement in, but you must meet SA requirements to pass MYP year 7-11.

Service and Action Examples that you can develop-

	Year 7	Year 8-9	Year 10-11
Studies in language and literature	COMMUNITY, CARING and COLLABORATION: Writing articles about SA projects for school and local newspapers	LITERACY, COLLABORATION, COMMUNICATION: Working with younger children reading or coaching to improve literacy.	CHARITY, NEW SKILLS : Producing audiobooks for an organization serving people who are blind or other
Mathematics	AWARENESS: Creating a survey on water use in EISJ.	HEALTH: Conducting pre- and post-fitness assessment statistical analysis for a school team you are a member of.	CHARITY: Maintaining financial accounts for a local charity
Individuals and societies	AWARENESS: Creating displays and planning an assembly on history, particularly of the area around the school	COLLABORATION: Hiking to remote villages in the desert to conduct research into their history and future .development.	RESEARCH: Recording the oral histories of people living in a retirement home and creating family memoirs
Sciences	LOBBLYING, RESEARCHING, NEW SKILLS: Creating posters and awareness for the school canteen to promote healthy eating and drinking	HEALTH: Helping measure fitness of athletes in a school sports team you are a member of	RESEARCH: Raising awareness by monitoring air quality around the school

These are example of Activities and assessment in SUBJECTS that could lead to you planning a valid and meaningful SA project.

You must Join at least 1 ASA this year to base your SA project on, this could include...

- Helping Hands
- Well Being
- Arabic Culture Club
- Eco schools garden club
- Best Buddies
- Gardening Club
- Blankets for Babies
- Islamic Culture
- Recycling Club
- Book Club

Foster international-mindedness

It is important for you to ensure that at least some of your experiences require you to **actively** engage in issues of global importance.

Develop self-awareness and a sense of identity

Through your experiences and your reflections it is important to try and evaluate yourself. Your strengths and areas for growth, your likes and dislikes, your moral principles etc.

SERVICE & ACTION support sessions start **week 2 in September** and will run regularly over the school term. These will be compulsory if you are at risk.

A more detailed calendar will be on MB term by term for students and parents to see.

Year 7-10 plan Term 1-2 – Brief Overview

Week 1-2 EID break September	<ul style="list-style-type: none"> • Introduction to Service and Action requirements for 2016/17 • Service and Action booklets and resources available on MB.
Week 3-4 September	<ul style="list-style-type: none"> • Planning and support outlined • Service and Action tasks on messages/MB • <u>YEAR 8-10 Project 1</u> written up on MB (see guide) • <u>Year 7 planning with form tutors – save all your evidence of your project (4 written reflections due in NOVEMBER)</u>
Week 5-6 October	<ul style="list-style-type: none"> • <u>Year 8-10 Project 1</u> written up on MB, goal/aim • YEAR 8-10 Project 1 Approved Form tutors • YEAR 8-10 Reflection 1 + evidence (pre –flection)
Week 7-8 October	<ul style="list-style-type: none"> • Continue working on SA YEAR 7-10
Week 9-10 November Cambodia	<ul style="list-style-type: none"> • YEAR 8-10 -Reflection 2 and evidence of Project logged on MB • YEAR 7: upload project 1 write up with form tutors guidance – GROUP PROJECT.
Week 11-12 November	<ul style="list-style-type: none"> • YEAR 8-10: Reflection 3-4 + evidence of Project on MB • YEAR 7: upload 4 written reflections to MB
Week 13-15 December	<ul style="list-style-type: none"> • Project 1 completed year 7-10 <p style="text-align: center;">Red or Green Flag progress check – Interim Reports by FT</p>
End of term	End of term
Week 1-2 January	<ul style="list-style-type: none"> • <u>YEAR 7-10 : Project 2</u> written up on MB- goal/aim • <u>ALL students year 7-10 working independently towards outcomes.</u>
Week 3-4 January	<ul style="list-style-type: none"> • Project 2 approved by form tutor(S) • Project 1 catch up after school sessions held(JPD) • Reflection 1 + evidence – (pre- flection) <p style="text-align: center;">Red Flag green flag progress check by FT</p>
Week 5-6 January/February	<ul style="list-style-type: none"> • Project 1 catch up after school sessions held(JPD)
Week 7-8 February	<ul style="list-style-type: none"> • Reflection 2 + evidence
Week 9-10 March	<ul style="list-style-type: none"> • Reflection 3 + evidence
Week 11-12 March	<ul style="list-style-type: none"> • Reflection 4 + evidence <p style="text-align: center;">Red flag green flag progress check by FT</p>
End of Term	

Term 3- : presentations developed and shared in Form classes

- *The first 2 weeks - catch up sessions for any overdue Service and Action work.*
- *All students should have a green flag which shows they are making progress against the selected outcomes. Outcomes assessed and completed.*
- *Reported throughout year*
- *Evaluation forms completed*
- *At risk interviews with coordinator*
- *Presentations in tutor groups/uploaded to MB.*
- *DEADLINES: Termly*

NOTE: late returning and new students – all information is on MB you will be expected to catch up and meet deadlines. Speak to coordinator if you have questions. Term 3, you will use as a catch up if you are struggling. You will attend SA after school sessions also.

Year 11 service and action Term 1-2 Brief Overview for- **1 project**

Week -1-2 Sept	<ul style="list-style-type: none"> • Introduction to Service and Action requirements for 2016/17 • Service and Action booklets and resources available on MB • Planning and support outlined • At risk students met with • Ethics task MB
Week 3-4 Sept EID	<ul style="list-style-type: none"> • Issue chosen by students • <u>Project</u> worksheet written up on MB • SA ASA joined by now/participating • Reflection 1 (pre –flection- improvements from last year)
Week 5-6 Oct	<ul style="list-style-type: none"> • <i>Red flag green flag progress check</i>
Week 7-8 Oct/Nov	<u>Reflection 2 + evidence</u>
Week 9-10 Nov	<i>Red flag green flag progress check</i>
Week 11-12 Nov/Dec	<ul style="list-style-type: none"> • <u>Reflection 3 + 4 due + evidence</u>
Week 13-15 Dec	<ul style="list-style-type: none"> • <u>Reflection 5 due + evidence</u>
End of term	End Of Term
Week 1-2 Jan	<ul style="list-style-type: none"> • Reflection 6 + evidence • <i>you must have documented this project so far on MB</i> • <i>After school catch up sessions</i>
Week 3-4 Jan	<ul style="list-style-type: none"> • Reflection 7 +evidence
Week 5-6 Feb	<i>Red or Green Flag progress check</i>
Week 7-8 Feb	Reflection 8 +evidence
Week 9-10 Mar	<i>Red or green flag progress check</i>
Week 11-12 Mar	<ul style="list-style-type: none"> • Final 9+ 10 deadline for all reflections and all evidence • Minimum of 10 written +evidence of project the entire project Pre -flection, ethics tasks, evaluation form completed, outside form completed.
End of term	End of term

Term 3- *The first 2 weeks will be catch up sessions for any overdue Service and Action work. An essay will be required at this time to meet requirements for your e-assessment.*

- *All students should have a green flag which shows they are making progress against the selected outcomes.*
- *A more detailed calendar will be on MB term by term for students and parents to see.*
- *Assessed and marked by term 3- EXAM TIME*
- *Reported on throughout the year*
- *Evaluation forms completed*
- *SA ASA available for struggling students Term1-2 – September red flagged students will attend Tuesday 3-4pm sessions. This is compulsory.*
- **DEADLINE: FINAL SUBMISSION MARCH**

NOTE: late returning and new students – all information is on MB you will be expected to catch up and meet deadline. Speak to coordinator if you have questions.

Learning Outcomes and Project requirements-

Term 1- project 1 GROUP TASK (10 weeks)
 Term 2 – project 2 INDEPENDENT TASK (10 weeks)

YEAR 7

Worked collaboratively with others:

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

Increased awareness of their own strengths and areas for growth: They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

Minimum Completion:-GREEN FLAG

***8 in-depth written reflections** showing meaningful reflection and individual progress (4 PER PROJECT)

ALL Class tasks over the year including – pre -flection and evaluation of Project

Evidence of your project

Term 1 – project 1 INDEPENDENT TASK (10 weeks)
 Term 2 – project 2 INDEPENDENT TASK (10 weeks)

YEAR 8- 10

Planned and initiated activities: Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student led activities.

Shown perseverance and commitment in their activities: At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

Engaged with issues of global importance: Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

Minimum Completion:-GREEN FLAG

***8 in-depth written reflections** showing meaningful reflection and individual progress (4 PER PROJECT)

ALL Class tasks over the year including – pre -flection and evaluation of Project

Evidence of your project

Term 1 – 2 – 1 In-depth project (22 weeks)

YEAR 11

Undertaken new challenges and developed new skills: A new challenge may be an unfamiliar activity, or an extension to an existing one. As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

Considered the ethical implications of their actions: Ethical decisions arise in almost any SA activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with SA form tutors.

Minimum Completion:-GREEN FLAG

***10 in-depth** written reflections showing meaningful reflection and individual progress

ALL Class tasks over the year including – pre -flection and evaluation of Project

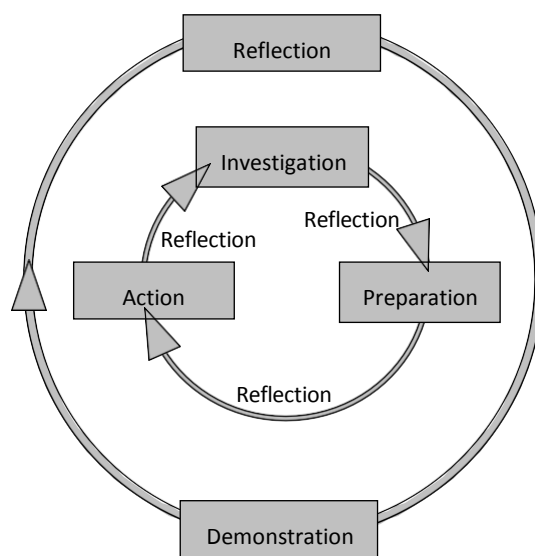
Evidence of your project

The Responsibility of the SA Student

SA students are expected to:

- Approach SA with a proactive and positive attitude.
- Develop a clear understanding of SA expectations and the purpose of SA.
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement. *“The IB aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”*
- Determine personal goals.
- Become more aware of personal interests, skills and and observe how these evolve throughout the SA programme.
- Maintain a SA portfolio and keep records of SA experiences including evidence of achievement of the seven learning outcomes.
- Understand the reflection process and identify suitable opportunities to reflect on SA experiences. – in-depth reflections
- Demonstrate accomplishments within their SA programme.
- Communicate with the SA coordinator and SA supervisor in formal and informal meetings and on ManageBac.
- Ensure a suitable awareness activities are chosen which are meaningful.
- Behave appropriately and ethically in their choices and behaviours.

SA Stages-



The five SA stages

There are two parts to the diagram. The centre represents the experience part of the process with four key elements: **investigation**, **preparation**, **action** and **reflection** (occurring intermittently in response to the experience). The outer circle has two parts and guides students in formally summarizing their experience: **reflection** and **demonstration**.

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for SA experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their SA experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire and skills needed to engage in the SA experience.
3. **Action:** Students implement their idea or plan. His often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during SA to further their understanding, to assist with revising plans, to learn from experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their SA experiences through their SA portfolio(MB). Through demonstration and communication, students solidify their understanding and evoke responses from others. E.g. assembly presentations and articles for The Torch magazine.



5 Stages of Service Learning

Investigation

- Research the needs of the community.
- Think about how your own personal strengths and interests can solve the problem.
- Start investigating local partners who can help you achieve your goal.

STAGE 01



STAGE 02

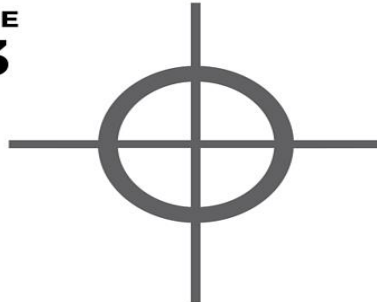
Planning

- Start putting your action plan together.
- Complete a SWOT analysis and plan for potential problems.
- Set your deadlines, assign roles and get ready to make a difference!

Action

- It is time to start making a difference to your community!
- Remember to adapt, analyse, learn from your mistakes and, of course, have fun while learning.

STAGE 03



STAGE 04

Reflection

- It is time to take a moment and reflect on your Service Learning experience.
- Think about what could of be done differently, what you learnt and if your project met its goal of helping your community.

Demonstration

- Share your experience with the world!
- Blog about it, make a YouTube video or even a photo journal. Let your creative juices run wild!

STAGE 05



Student instructions: step 1

Getting started and completing the worksheet:

Log onto MB

Go to SA
Select 'New SA' –click

Complete Worksheet: as below

Name your project: Enter Inquiry question here... (Issue)

1. Enter correct term dates (Term 1 + 2)
2. Supervisor is your form tutor, **enter correct email**

DESCRPITION AND GOALS: DESCRIBE in this box why you are interested in the issue and what you aim to achieve.

This relates to you outcomes

ORANISATION : **EIS-J**

ACTIVITY AIM: **What** will you do and how will you do this?(be specific)

1. WRITE UP: Description should involve this thought process.

Each project you take part in and develop should have a detailed description explaining exactly what it is you will do. Ensure you include the following information:

- What you intend to do? - It is important to write this in detail, write as if the audience you are writing for knows nothing about the experience you will be engaging in.
- When do you intend to do it, and how regularly? - When will the experience start, when will it end, how regularly will you engage in it and for how long will you engage in it each time?
- Where will it take place? - Locations, organisations etc.
- What will your role be? What are you hoping to achieve from this activity? Why are you getting involved in it?
- Who will be involved in the activity with you? - Other IB students, organisations, other people?

2. Goals

Your description should also include some goals that you are going to work towards within that experience. These goals should be challenging for you but not impossible to achieve.


Your goals for the experience are NOT the same as the learning outcomes. You should meet your learning outcomes in the course of striving for your goals. Whether or not you achieve your goals is not all that relevant in the end. (E.g. your goal could be to complete the Standard Chartered 10Km race in less than 1 hour. One of your learning outcomes might then be “show commitment to and perseverance in SA experience”) If you complete the race in 1 hour 1 minute it doesn't mean that you haven't shown commitment and perseverance right?

3. Selected Learning Outcomes

Please only choose your year level outcomes-‘Click the boxes’

4. Supervisor Details

All experiences MUST have a supervisor and their details updated to Managebac. Supervisors are your form tutors. Complete details



Project 1 (2015-16) SA Out-of-School

14 September 27, 2015 - December 8, 2015

Description and Goals:

This year, for Action and Service I plan to be involved with a charitable organisation in Dubai that will be raising awareness and donating large amount of essential items that will be needed for survival. All these items will be donated to the victims of the floods that have recently occurred in Chennai. To make an impact I will be packing around 150 kilos worth of goods and then donating them to the centre for transport into India. To raise awareness I will inform people around Dubai through media such as posters and telling people that would be interested in the donation and if they would like to help in the recovery and any effort to help the people that have been affected and have other related issues due to the flooding and the affects that are a result of the floods. Goals that I will aim to accomplish the whilst doing this project is through telling and advertising the cause to raise significant awareness about these floods that they will in turn help solve the problems that were as a result of this natural disaster. Another that I defiantly would like to have a good understanding about whilst doing this project and one that I will understand better is learning about the logistical challenges and issues that are caused with a mass displacement of people and the logistical issues of transporting a large amount of good and survival aid to other countries in a short amount of time. As a person I would like to develop skills that I could use to help other people that are in need by taking from my own time and using resources that I will have to help them have a better life and and better time. This are my goals for this project that I would like to accomplish through completing this project.

Activity Aim:

I aim to learn about the how organisation such as these cope with mass logistic and other issues and our able to deliver a service that has helped and aided. I will do these by attending several of there donation drive while donating my self then I will see how these organisation deal and cope with these issues. Another aim I would like to achieve is to see the extent and the effect of disasters that have taken place in the world and how tiny non-profit organisations are able to have such a drastic impact on theses event that are occurring in the world right now this is why I feel that I could and should help these organisations. I also aim to learn and understand the problem that are happening in the world today by seeing the responses in large scale this in my opinion should help me understand it better.

Organization

Prime Star Sports Academy In association with Dubai Foundation for Women and Children (DFWAC)

IMPORTANT

The SA Supervisor (Form Tutor) will only approve your chosen SA project once a satisfactory experience description, goals and supervisor details have been uploaded to Managebac. It must have a GOAL and OUTCOME. Think of a SMART target.

5. Evidence of your Participation in the Experience

Evidence can include all of the following:

- Photographs and video taken during the activity.
- Anything you produced as part of the activity (E.g. documents, fliers, art works, PowerPoint presentations, lesson plans, emails, letters etc.)
- Copies of certificates, awards, medals, logbooks etc. awarded during the activity.
- Reflection. (See below for more details)
- Supervisor's reviews. (See below for more details)
- Year 7-10 (8 written in-depth reflections) Year 11 (10 in-depth written reflections)

6. Reflection (each year group has minimum requirements, check these)

Your reflection should try to demonstrate that you have met the learning outcomes you selected for that experience. Separate reflection **before, during and after** the experience will help you to demonstrate your progress and learning.

Facts – Explain what actually happened. This should be a descriptive narrative of events as they happened. What? Where? When? How? Who? Try to focus on specific events, circumstances or situations that are important and relevant to the learning outcome rather than reflecting on every aspect of your experience.

Feeling – Explain how the experience made you feel before, during and afterwards.

Emotions are a key to learning so try to articulate them accurately and pinpoint what caused them.

Finding – Explain your thoughts about what happened and **why**? Think critically and analyse the events, your choices, actions and emotions to see if you can figure out any important realisations, discoveries, learning or new ideas.

Future – Explain what you are going to do with any new learning you have gained. Does it give you any new perspectives? Does it throw up any new questions that you have not considered before? Is there anything you'd like to do or find out about as a result of this experience?

Sense perception: What did you see, hear, smell and feel (touch) during the experience?

Emotion: How did the experience make you feel before, during and afterwards?

Reason: What logical conclusions can be drawn from your experience?

Imagination: What did you anticipate your experience would be like before it happened?

Faith: Does your faith give you a perspective on this experience? If so what is it?

Intuition: Does your logical analysis of the experience differ from your "gut feeling"?

Memory: Which previous experiences of yours were relevant to this one and why?

7. Supervisors Reviews (Form Tutors)

A written review from your Supervisor explaining what you did and the effort and commitment you showed is an **extremely important** piece of **evidence**.

Managebac

Managebac (www.managebac.com) is a web-based programme that we will use to host your SA portfolio. The flexibility of this online software allows us to do the following things:

- Store all the information about your SA experiences, goals, evidence, supervisor reviews and reflections in a place where you, your supervisor and coordinator can all have access to them.
- Act as a platform for communication between you, your adviser and coordinator.

Demonstrating SA experiences

It is important, for a variety of reasons, that we share good examples of SA experiences, particularly SA projects.

Student Self-Monitoring

Over the course of SA you are required to complete the following forms:

1. **Year 7-11 tasks in guide booklet**
2. **Pre –reflection tasks**
3. **Evaluation forms**
4. **Meet minimal requirements(know your requirements)**

Copies of these forms can be found in the appendix on MB and on SA website.

RESOURCES:

website: <http://serviceisj.dudaone.com/>
Twitter: [@EiserviceJ](https://twitter.com/EiserviceJ)

Service learning reflection model

What?

- What happened?
- What did you observe or do?
- What globally significant issues did you encounter?
- What did you expect?
- What MYP approaches to learning skills did you encounter, practise or demonstrate?

So what? (Why does it matter? What is important to remember?)

- Did you learn a new skill or clarify an interest?
- Did you experience anything different from what you expected?
- What did you like/dislike?
- What did you learn about people or community?
- How well did you do, and how can you tell?

Now what? (What changed about you or the world? What will you do next?)

- Who else is concerned about the issue?
- How can you apply what you learned to other situations?
- What would you like to learn more about?
- What would you do differently next time?
- What volunteer or career opportunities might be related to your experience?

This model is adapted from Rolfe, G., Freshwater, D. and Jasper, M. 2001. *Critical reflection in nursing and the helping professions: A user's guide*. Basingstoke. Palgrave Macmillan.

....By the end of the session I was finally done with my part of the blanket, measuring 60 rows in length with 30 stitches on each row. The final stage of the SA project involves the supervising teachers collecting all of the blankets that the students participating in this activity knitted. All of these blankets will be stitched together by the supervising teachers to make a couple bigger sized blankets that will be donated to the children and the babies in need of the blankets for insulation during this upcoming winter..... **After completing the service, I felt very proud of what I have accomplished because I never would have thought that I would be able undertake such a challenge of knitting a blanket the way that I did. Throughout this service and action activity.....**

I demonstrated a variety of IB learning profiles such as caring and communication where I collaborated with other members of this activity and where we helped each other with certain tasks. I hope that by doing this activity I would have made a difference in the world, no matter how small it really is. **By Seif Al solh – year 10**



Reflection

SA Roles

SA Coordinator - The SA coordinator is responsible for overseeing the whole of the SA programme. They will conduct some SA briefings and will meet with all of you at least once during your year. They are also ultimately responsible for assessing your SA portfolio.

EIS-J's SA coordinator is: Ms. Jessica Dearden

SA Supervisor – is your Form Tutor. They are responsible monitoring, and guiding you.

Advice from the SA Coordinator

- All experiences should have challenging goals that will give you a focus and purpose to work towards. By working towards goals you will be able to achieve the Learning Outcomes.
- Do your reflections as early and as often as you can for the following reasons.
 - a. The sooner you start the sooner it can be read and you start getting feedback on whether or not it is what IB is looking for.
 - b. Reflection is best done as soon as possible after the experience itself because it is easier to do when it is fresh in your mind.
 - c. Regular reflection through a long running activity is much more helpful for your learning and for the successful achievement of the learning outcomes than only doing reflection at the end.
- Choose issues that interest and inspire you. You are much more likely to enjoy doing these and to learn from them than you are doing something you chose just to fulfil a requirement.
- At least one of your service experiences should involve direct, hands on engagement with the community you are trying to serve. The reason for this is that it provides a much more powerful learning experience than fundraising etc.
- When you write reflection on "engaged with issues of global importance" try to ensure that you have actually had physical engagement rather than just mental engagement. E.g. teaching in an orphanage as opposed to MUN. Having awareness of and knowing more about global issues is not the same as having DONE something about them.
- For all community service experiences you should seriously consider your motivations for doing it and ensure that the activity is reciprocal i.e. the receiver of your service needs, wants and benefits from your service.

Example SA Experience Process - from Start to Finish

1. Think of an experience that interests you and that you think meets the requirements of SA. Feel free to discuss your ideas with your Form tutor or coordinator to seek their advice and suggestions.
2. Enter your chosen experience into Managebac making sure that you provide the following:
 - A. A detailed experience description.
 - B. A list of the goals you will work toward.
 - C. A list of the Learning Outcomes you aim to achieve.
 - D. Ensure to consider all of the following when entering a description:

1.	Where the experience will take place.
2.	When the experience will occur ?– this should happen weekly
3.	How often will sessions take place? How long will each session be?
4.	Who is organising the experience? Is it a teacher in school? A volunteer in another organisation? Is it YOU ?!
5.	What will your role be?
6.	What are you hoping to achieve from this experience? Why are you getting involved in it?

3. Your Form Tutor will review your experience and decide whether or not to approve it. They may request additional information from you first, or ask you to meet them to discuss the experience idea further.
4. Once you have gained approval go ahead with your experience, making sure you do the following:
 - A. Work closely with your Form Tutor. Ask them to give you updates on your performance and how they think you might be better able to achieve the goals you have set yourself.
 - B. Collect evidence of your participation in the experience such as photos, videos, certificates etc and upload these to Managebac.
 - C. Reflect on the learning outcomes as you go and ensure these reflections are uploaded to Managebac.
 - D. Please consider the following when writing reflections:

Glossary of Terms

SA Supervisor (Form Tutor)

Collaborative

Collaborative experiences involve cooperation with others. These can be short term or longer term collaborations and are an important aspect of a SA project.

Community

Students are naturally members of several different communities (the school, the local area where they live, community of friends, ethnically defined groups, and so on).

SA Coordinator

The person who is given overall responsibility for establishing and overseeing the school's SA programme with sufficient support, time and resources to carry out the role.

Project

A SA project has an issue of importance at its heart

Global

"Global" infers having a significance or reference that extends beyond a local context or relates to the whole world. SA students are encouraged to see the connections between their local experiences and a global context.

Learning outcomes

Learning outcomes articulate what a SA student is able to do at some point during his or her SA programme. Through meaningful and purposeful SA experiences, students develop the necessary skills, attributes and understandings to achieve the seven SA learning outcomes over 5 years.

Reflection

Central to SA, reflection is a process of considered exploration of personal thoughts (cognition) and feelings (affect) that informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts. (check your year groups requirements)

New roles or challenges

The phrase "new roles or challenges" refers to experiences that are new to the student or may extend their roles or responsibilities in experiences with which the student is already involved.

Portfolio

All SA students are expected to assemble evidence of their involvement in SA experiences, and their reflections upon them that show the learning outcomes have been achieved. At EIS-J, sa portfolios will be kept on Managebac. Or this maybe a journal u then photograph and upload to MB.

Stages

The 5 SA stages of investigation, preparation, action, reflection and demonstration offer a helpful and supportive framework and continuum of process.

Outside Activities and ASA's:

1. Request a letter form Ms Dearden as you are representing our school.
2. Register with Ms Dearden – *approval interview*.
3. Contact the Centre, Speak to the center about what you plan to do and what you would like to achieve. *Ask questions, how you can be of help to them?*
4. Research the institute you are going this must be meaningful. – ***is it light care needs or high care needs?***
5. Collect student evaluation form from Ms Dearden – this must be completed by the center after your term of service or it will not be valid –upload to MB.
6. *You must show up to our every week*
7. *It must meet Service and Action requirements*
8. *Document all you evidence and project you are doing for Service and Action*

Senses Dubai: year 10 -11- only please as this is a high care facility

<http://sensescentre.org/get-involved.html>

+97143948765

Dubai cares: Dubai: Year 9-11 only.

<http://www.dubaicare.ae/en/section/get-involved/section-6>

Al Noor Centre: Dubai

Volunteers are a valuable asset to the Centre, serving as ambassadors of the cause for special needs in general and Al Noor in particular. They are equipped with knowledge through a structured orientation process. Volunteers are placed at the Centre by mutual consensus between the requirements of the Centre and their skills and talents.

An individual may choose to volunteer in any of the following:

If you are interested in volunteering,

“Kindly email jlaura@alnoorspneeds.ae for more information on how to start volunteering”

Tender hearts: -After school program/weekends -Working with special educational needs:-

Greetings from Tender Hearts, We are starting a Tender Hearts sports Hero Program from September 2016 for the kids with special educational needs. Our Mission is to train and develop special educational needs athletes to ensure they reach their maximum sporting potential and take them to competitions .

ASA- in school Service and Action activities

1. Register with the ASA coordinator – **Ms Mc El Hill**
2. Register with Ms Dearden and put our name on the list in Hs19 (SA office)
3. You must show up to our ASA every week
4. The ASA must meet Service and Action requirements
5. Document all you evidence and project you are doing for Service and Action

You can only use ASA's you participate in during Term 1-2 to complete your Service and Action requirements. Activities and groups will be announced in notices at the beginning of each term. You must meet sign up requirements and prove your attendance. Concurrency of learning.

APPENDIX

IB MYP SA Personal Inventory Form

This document will help in matching your interests, experience, skills, talents and ways you want to grow and develop with SA experiences and project ideas. This is simply a way to get started with your SA programme.

Name:	
Form Class:	
1. What are your talents?	
2. What do you enjoy doing?	
3. What skill or talent would you like to improve?	
4. What are you already doing that could be part of your CAS programme?	
5. What would you like to be involved in?	
6. Describe a time when you helped someone else or helped with a cause.	
7. Describe a time when someone helped you.	
8. About what issues do you have concern or feel most passionate?	
9. Are there any local clubs or community associations in which you could be involved?	
10. What would you like to learn more about?	
11. What have you always wanted to try but haven't yet?	
12. What other questions may help? Write down two and answer them.	
12a.	
12b.	

MYP

STUDENT TO COMPLETE: each project

Print Student Name: _____ **year** _____

Name of project: _____

Date(s) of Activity: _____

EVALUATION

1. Briefly describe the SA activity. What did you hope to accomplish?

2. What was the outcome of the activity? Did you accomplish your goals?

3. What would you do differently if you did this activity again?

(Print) Students Name

Date

MYP

Service and Action evaluation form – Visiting a facility outside the school hours

Complete a copy of this form for each SA project. Attach REFLECTION STATEMENT describing the activity and how you accomplished the learning outcomes.

Print Student Name: _____ **year** _____

Name of Project: _____

Name of Organization: _____

Date(s) of Activity: _____ **Term 1 or 2** _____

Length of Activity (weeks / days): _____

Indicate which of the LEARNING OUTCOME(S) APPLY TO YOUR YEAR:

- ☐ **Become more aware of their own strengths and areas for growth**
- ☐ **Undertake challenges that develop new skills**
- ☐ **Discuss, evaluate and plan student-initiated activities**
- ☐ **Persevere in action**
- ☐ **Work collaboratively with others**
- ☐ **Develop international-mindedness through global engagement, multilingualism and intercultural understanding**
- ☐ **Consider the ethical implications of their actions.**

Student's Signature

Date

MYP

YEAR 9-11 form -
 Service and Action evaluation form-
 Used when visiting a facility outside school hours

Print Student Name: _____ **year** _____

Name of project: _____ **term 1/2** _____

Date(s) of Activity: _____

ACTIVITY SUPERVISOR EVALUATION

Thank you for your leadership of this activity. Please rate the volunteer's performance using an X under the appropriate level.

CRITERIA	OUTSTANDING	GOOD	AVERAGE	BELOW AVERAGE	NOT OBSERVED
Attendance, Punctuality and time spent on the activity.					
Evidence of initiative, planning, organization.					
Amount of effort and commitment to the activity.					
Personal achievement and development, taking into account the student's skills/attitudes at the start of the activity.					

Comments: _____

(Print) Supervisor's Name _____

Phone # _____

Supervisor's Signature _____

Date _____

SA Experience Ideas

For your SA Portfolio to be of most use to you it is important that you choose your experiences carefully. They should be experiences you are interested in or passionate about. They should be personal to you. Here is a list of experiences and organisations to stimulate your initial thinking about what might interest you and the types of things that count for SA.

Service & Action
Working with the elderly
Teaching students with special needs
Coaching junior athletes
Volunteer at Tender Hearts
Prefect at school
Leadership role at school
Participation in Best Buddies
Work with Dubai cares
Helping coach junior teams sports lessons/teams
Mentoring at EIS-J primary school
Teaching English to domestic workers
Adopt a camp
Water for workers campaign
K9 friends dog rescue
Teaching Arabic
Tree planting
Eco Garden club
Mentoring younger peers
Chairperson of an ASA club or society
Help at elderly homes

My suggestion would be to think about which issues make you angry or upset when you read about them or see them in the news. If environmental pollution makes annoyed you should consider doing service with the Ocean Conservancy. If cruelty to animals makes you mad see if you can volunteer with Feline friends. The more you care about the issue you become involved with the more likely you are to be devoted to the activity, and the more devoted you are the more you will enjoy it and the more you will learn from it.

Year 7-11 SA Progress Form-

Student:

Event	Date	Student process/ comments:-	Form tutor to comment if at risk:
Student has completed a thoughtful pre-reflections and plan for SA project 1	Sept.		
Student has completed a thoughtful reflections for SA activity	Oct		
Student has completed a thoughtful reflections for SA activity	Nov		
Student has completed a thoughtful reflections for SA activity 4 reflections complete. Project 1 Complete	Dec		
Student has completed a thoughtful reflections for SA activity. Planning project 2	Jan		
Student has completed a thoughtful reflections for SA activity. Evidence uploaded Project 1 catch up sessions?	Feb		
Student has completed a thoughtful reflections for SA activity. 4 reflections complete Project 2 complete Evidence uploaded Evaluation Planning for Term 3 presentations	March		



Year 7-10 –draft project form

Term 1:

Project 1(name- inquiry question):

My aim is to: - use the outcome and your inquiry question to decide what you want to achieve by the end of this project: Use the inquiry cycle as a focus.

Term 1:

Project 2:(name- inquiry question):

My aim is to: - use the outcome and your inquiry question to decide what you want to achieve by the end of this project: Use the inquiry cycle as a focus.

Term 1+2 year 11: Planning draft form

Project 1(name- inquiry question):

My aim is to: - use the outcome(s) and your inquiry question to decide what you want to achieve by the end of this project: - combine your Outcomes. USE THE INQUIRY CYCLE

Summarize:

- **Undertaken new challenges and developed new skills:** A new challenge may be an unfamiliar activity, or an extension to an existing one. As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.
- **Considered the ethical implications of their actions:** Ethical decisions arise in almost any Service and Action activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with SA advisers.

What are ethics?

1. Moral principles that govern your behaviour or the conduct involved when creating an action of an activity.
- 2.

synonyms: moral code, morals, morality, moral stand, moral principles, moral values, rights and wrongs, principles, ideals, creed, credo, ethos, rules of conduct, standards of behavior.

At its simplest, ethics is a system of moral principles. They affect how people make decisions and lead their lives. Ethics is concerned with what is good for individuals and society and is also described as moral philosophy.

Supervisor Review- Form

*Please note this should only be filled out on paper if it is not possible for you to complete the online version of this review. Thank you.

Part A: To be filled out by the student	
Student's Name:	
Name of Experience:	
Dates:	
Experience Description:	
Supervisor's Name:	

Part B: To be filled out by the supervisor		
Please comment on the student's progress, effort and commitment:		
This experience was: (Please insert a "✓" in the appropriate box)	Completed	
	Not Completed	
Supervisor's Signature:		
Date:		





SA Checklist: Form

This form is for use by your form tutor and you to complete Service Learning.

Here is a selection of questions you could use with your students to ask about their SA projects. They could fill this in during a Form Period, and then discuss the answers with you.

Do I have a selection of projects that covers all SA requirements ?	
Have I selected the right outcomes?	
Have I planned or completed a SA Project ?	
Am I showing progress against the Learning Outcomes?	
Do I have some projects that are not meeting requirements for SA?	
Do I have projects that have lasted over a medium or long period of time (e.g. 8 weeks or more)?	
Have I taken part in school led or organized action?	
Have I taken part in a project that has been organized by other groups outside of school?	
Have I initiated my own project?	
Have I been involved in any projects that have an international aspect to them?	
Have I entered all of my Project reflections and evidence onto ManageBAC?	
Have I completed the SA Questions on MB?	
Have I also uploaded any extra reflections and/or evidence (photos, certificates, videos, websites, blogs etc.) for any of my projects?	
Other comments:	

Service and Action MB criteria: Year 7-11 students

CC 	Cause for Concern	<ul style="list-style-type: none"> No SA logged/ project created. Deadlines are not being met or monitored by the student No evidence logged in reflection or SA Questions that deem worthy. Little or no attempt to meet outcomes 0 project/s
AE/BE 	Below Expectations Approaching Expectations	<ul style="list-style-type: none"> Issues and ideas have been logged on worksheets and some attempt to show meaning and authenticity.- maybe vague Some of the outcomes have evidence logged but it may not be in-depth or relevant in some aspects to their issue. The GC or Subject link may be ambiguous or not mentioned. Some individual progress is shown/limited Some attempt to meet outcomes/limited project/s undeveloped incomplete/
ME 	Meeting Expectations	<ul style="list-style-type: none"> Student has identified an issue worthy of SA and have formed and inquiry question. Student shows authenticity and meaningful SA Student has identified subject and GC link. minimal reflections per project logged. – Link to outcomes. Journal reflections link to outcomes. individual progress/ a journey outcomes over the year/ selected have been met Project is clear and obvious Ethics are considered (year 11)
EE 	Exceeding Expectations	<ul style="list-style-type: none"> Exceeding expectations is meeting all deadlines set and managing their time throughout the year. The student meets all requirements of ME The student does not just log required reflection entries but logs multiple types of evidence In line with the outcomes. Student shows outstanding individual growth and progress over the year. Ethics are considered (year 11) Students are passionate about SA The Student demonstrates a high level of empathy, raising the bar constantly developing and challenging themselves. Outcomes are being met and explored in an in-depth meaningful way <p> <i>*This is the highest accolade and one student will receive the overall award at the end of the year 7-11 in recognition of their contribution to SA.</i> </p>

Notes